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ABSTRACT

The Test of English as a Foreign Language (TOEFL) was administered to 26 hearing impaired college students, in order to test the assumption that the English-language deficiencies of hearing impaired students are similar to those of foreign students. The students were attending Gallaudet College's School of Preparatory Studies and were identified as needing one year of remedial academic skills in preparation for college. Most of the sample (18 of 26) were deaf at birth; 24 of 26 were deaf by the age of 15. Most (21 of 26) were equally fluent in manual communication and spoken English. TOEFL contains sections on listening comprehension, written grammar, and vocabulary and reading comprehension. The normal test administration time for the listening comprehension test presented additional difficulty for this sample of students. All instructions were spoken, and test items were played on a tape recorder. The interpreter signed the same words. Results indicated that the students generally scored in the second quartile, above chance level but considerably lower than foreign students' scores. It was concluded that TOEFL appeared to have potential for measuring the English language proficiency of deaf students. (Sample test items and a reproduction of a brochure about Gallaudet College are appended.) (Author/GDC)

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# RESEARCH MEMORANDUM

Marjorie Ragosta and Catherine Nelson

## TOEFL AND HEARING IMPAIRED STUDENTS: A FEASIBILITY STUDY

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# TOEFL and Hearing Impaired Students: A Feasibility Study

Marjorie Ragosta
Catherine Nelson

February, 1986

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## Abstract

An assumption is made that some hearing-impaired students, because of their English-language deficiencies, should be treated more like foreign students than American-born hearing students in the college admissions process. The Test of English as a Foreign Language (TOEFL) was administered to 26 hearing-impaired students at the School of Preparatory Studies, Gallaudet College. The 26 students earned mean TOEFL scores considerably below those of foreign students but above chance level. The TOEFL appeared to have potential for measuring the English language proficiency of deaf students. Recommendations included the use of the TOEFL test with appropriate modification for future research on admissions testing of hearing-impaired students.

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## INTRODUCTION AND PURPOSE

The language deficiencies of hearing-impaired students are well documented. Without hearing and imitating the sounds of human speech, deaf children are slow to acquire English language skills, and the more severe the hearing loss, the greater the communication problem becomes (Meadow, 1980; Quigley, 1979; Stark, 1979). Karchmer, Milone & Wolf (1979) reported that 80 percent of profoundly deaf students relied heavily on manual communication with fewer than 25 percent rated as having intelligible speech. The acquisition of reading skills is also affected. By the time of graduation from high school, the median reading-comprehension score on the Stanford Achievement Test (Hearing-Impaired version) was at grade level 4.5, with only 10 percent of hearing-impaired 18-year-olds scoring at the 8th grade level (Trybus & Karchmer, 1977).

Hearing-impaired students perform less capably on college admissions tests than do students who are visually impaired, physically handicapped or learning disabled (Bennett, Ragosta & Stricker, 1984; Bennett, Rock & Kaplan, 1985; Laing & Farmer, 1984; Ragosta & Nemceff, 1982; Ragosta & Kaplan, 1985). Over a period of slightly more than 3 years, 287 hearing-impaired students taking a special test administration of one version of the SAT earned a mean Verbal score of 284 on the SAT scale of 200 to 800; another group of 150 using a different but parallel version earned a mean Verbal score of 326 (Bennett, Rock & Kaplan, 1985). In a recent survey designed to look at the severity of handicaps within disability groups (Ragosta & Kaplan, 1985), 123 hearing-impaired respondents with a mean SAT-V score of 292, were further

categorized into three groups: those who were most fluent in English, those who were most fluent in a manual language and those who were equally fluent in both. The 22 percent who described themselves as most fluent in a manual language earned a mean SAT-Verbal score of 236 with a standard deviation of 46 points. Students reporting equal fluency earned a mean score of 289 with a standard deviation of 78 points, whereas those most fluent in English earned a mean score of 323 with a standard deviation of 108 points. Compared to the SAT-V mean of 425 with a standard deviation of 109 for all college-bound seniors, these data suggest that for some hearing-impaired students the SAT, especially the Verbal portion, is much too difficult a test.

The effect that poor performance on an admissions test may have is a matter of serious concern. Among the possible negative effects may be a lowering of the student's self esteem and rejection by a college in which, with proper support services, the student could succeed.

One possible solution to the problem was recommended by the National Association of the Deaf (1980) in testimony to the Panel on Testing of Handicapped People: tests should be given in American Sign Language to those individuals whose primary mode of communication is ASL. That recommendation should be one focus for on-going research. Another possible solution might be to treat hearing-impaired students more like foreign students than hearing American students in the college-admissions process.

Most profoundly deaf students applying to colleges and universities appear to have communication problems similar to those of foreign students whose native language is not English. Most foreign students applying for admission to U.S. colleges and universities are required to take the Test of English as a Foreign Language (TOEFL). The TOEFL is not a replacement for a college admissions test, but it does provide information on how well the

student understands English. The TOEFL was successfully used some years ago in a research study involving deaf children of hearing or deaf parents (Charrow & Fletcher, 1974), but otherwise it has not been utilized for hearing-impaired American students. The feasibility of using the TOEFL in the college admissions process for hearing-impaired students is the focus of this study.

At a logical and rational level, the use of the TOEFL for hearing-impaired students seems appropriate. For students whose primary mode of communication is not English but a manual language, the TOEFL could provide insight into the level of English-language achievement. How do hearing-impaired students raised in the United States score on the TOEFL compared with native-born hearing students? How do American hearing-impaired students perform compared to foreign students?

Research has shown that the performance of native English-speakers on the TOEFL is very high (Clark, 1977). Test score distributions were highly negatively skewed, with many people able to answer most or all of the TOEFL questions correctly. As a result, the TOEFL is not considered psychometrically appropriate for native speakers of English. Nevertheless, it might be appropriate to use the TOEFL for deaf students whose English-language fluency is low even though they were raised in the United States.

Other research (Alderman & Holland, 1981) has shown that the performance of foreign students on the TOEFL is related to linguistic similarities between the native language and English. For example, students in the Germanic language group tend to perform better than students in the Spanish group and both of those groups performed better than students in the Chinese, Japanese, or Arabic groups.

Other TOEFL research studies (Alderman, 1981; Angelis, Swinton & Cowell, 1979) note that SAT scores of foreign students who score below about 435 on the TOEFL—450 according to Alderman--are unlikely to be informative or appropriate. They make the point that unless the foreign student has a certain level of English-language proficiency, the results of an admissions test given in English may not be readily interpretable. It is possible that those conclusions would be equally appropriate for hearing-impaired students whose SAT-V scores tend to cluster at or near the bottom of the scale.

In exploring the use of the TOEFL test for hearing-impaired students, 26 students at Gallaudet College's School of Preparatory Studies were tested and the data were used to determine whether further research was warranted. In this study, the primary questions asked were the following:

- Can the TOEFL, especially the Listening Comprehension subtest, be adapted for use with hearing-impaired students?
- How does the performance of hearing-impaired students compare to that of native-English speaking students?
- How does the performance of hearing-impaired students compare to that of foreign students?
- What are the implications of the study for further research on admissions testing for hearing-impaired students?

## DATA COLLECTION

This section of the report covers the following topics: the characteristics of the sample of hearing-impaired students, a description of the TOEFL test, the test administration, and test scoring.

### Characteristics of the Sample

Twenty-six of thirty-seven summer students from the School of Preparatory Studies at the Northwest Campus of Gallaudet College volunteered to take the TOEFL examination. All of the students at the School of Preparatory Studies have a high school degree; they have been conditionally admitted to Gallaudet College; and they have been identified as needing one year of remedial academic skills in preparation for college. At the end of the academic year, those students who pass the entrance exams move to the main campus and begin to take college-level courses.

The larger student body of about 300 hearing-impaired students at the Preparatory School come from all parts of the United States and some students come from other countries. Some students who had previously depended on and primarily used oral communication, need to be taught manual communication. Other students need to improve their skills in manual communication if they are not sufficiently fluent or if they are not familiar with the symbols or idioms used in signing. Gallaudet College uses the simultaneous method of communication combining speech, finger spelling and sign language. Appendices 1 & 2 contain more information on Gallaudet College and the School of Preparatory Studies.

The 26 students who volunteered to take the TOEFL test ranged in age from 18 to 30. The modal age was 20. Fifteen of the students were female and eleven were male. One of the background information questions asked at what age the student became deaf. Four categories were provided and the results are given in Table 1. Most of the students were prelingually deaf - a condition which makes the acquisition of English quite difficult.

Table 1

Age at Onset of Deafness

| | |
|---|---|
| Deaf at birth | 18 |
| Deaf by age 1 or 2 | 5 |
| Deaf between ages 3-5 | 1 |
| Deaf after age 5 | 2 |
| Total | 26 |

Another question asked on the test answer sheet was the form of communication with which the student was most fluent. The student response is indicated below in Table 2.

Table 2

Fluency in Communicating

| | |
|---|---|
| Most fluent in English | 1 |
| Most fluent in manual language (e.g., ASL) | 4 |
| Equally fluent in both English and manual communication | 21 |
| Total | 26 |

When we combine the information from the background questions we find that the sample of 26 students were, in most instances, deaf at birth; most are in their 20's; and most of the students said they were equally fluent in English and a manual language.

Because the students who volunteered to take the TOEFL test were a relatively small group, because they were at summer school to continue with remedial course work, and because there was insufficient time to obtain data on the larger student body, it is neither possible nor desirable to make generalizations to the larger student body. The data and information in this study are specific to this group of 26 students.

## TOEFL Test

The TOEFL test consists of three separately timed sections totaling two hours and 10 minutes; however, three hours of time is advised because of the test administration procedures, filling out the answer sheet, and for reviewing the sample questions in each section. All of the test questions are multiple choice with four possible answers (A,B,C,D).

Section 1, Listening Comprehension, has three subparts (A,B,and C). The examinee listens to a tape which contains instructions for each part, reviews the sample questions, and provides the spoken stimulus material for the 50 test questions in Section 1. The response options are presented in the test booklet. This section of the test measures the ability of the nonnative speaker to understand English as it is spoken in the United States in terms of commonly used vocabulary and language structures.

Each subpart in Section 1 addresses a specific type of listening comprehension problem. Part A measures the candidate's ability to choose the

option closest in meaning to the statement heard on the recording. The statement on the tape is spoken one time.

Part B consists of short conversations between two speakers and each conversation is followed by a question that is only asked once. In response to the question on the tape, the examinee must choose one of the four options. In Part C, the tape presents more formal short talks, lectures and other presentations that are followed by spoken questions about the stimulus material. Again the test questions on the tape are asked only once.

Section 1 is administered in about 60 minutes; the time varies somewhat depending on the number of questions examinees may ask and the length of the recording. Because the examinee is dependent on the tape recording for the test questions, it is not possible to go back to any previous question in this section of the test. Furthermore, the test instructions do not permit the examinee to go ahead to any other section of the test: they must always stay within the section of the test that is being administered.

Sections 2 and 3 are not dependent on a tape recording. Section 2 measures the examinee's mastery of important structural and grammatical points in standard written English. There are two subparts in this section with sample questions for each part. The first part measures basic grammar using sentence-completion formats. In the second part, the examinee reads sentences in which a word or phrase is underlined. The examinee must identify the incorrect word or phrase. There are 40 test questions and 25 minutes is allowed for Section 2.

Section 3 measures the examinee's ability to understand both the meanings and uses of words in written English and the ability to read a variety of materials. There are two subparts in the section and each has sample questions. The first part presents a sentence with a word or phrase

underlined. The examinee must decide which of four options best keeps the meaning of the original sentence. The second part requires the examinee to read a passage and answer the test questions based on the passage. Section 3 has 60 questions and is administered in 45 minutes.

Sample test questions of all parts of the TOEFL test can be found in Appendix 4 of this report.

## Test Administration

On the afternoon of June 10, 1985, the TOEFL test was administered to the 26 volunteer students in the school cafeteria within a three hour period. The students were told that the test was part of a research study and that their test scores would be used for no other purpose. As with a regular TOEFL administration, the students were instructed to do their best and it was to their advantage to guess. The students were told that their scored answer sheet would be sent back to them along with a test copy so that they could review their test performance.

The TOEFL test was administered by two ETS staff and a school developmental counselor who interpreted* the test. The interpreter had been sent a set of disclosed test materials with modified test-administration directions the week before so that she could become familiar with the material and identify any possible problems.

The interpreter had met with the two ETS staff earlier during the day of the test administration to carefully review the test materials and to discuss and further modify the test administration procedures. The major changes in the test administration procedures are listed below.

*The terms interpreting and signing are used interchangeably in this report.

- Only one recently administered but disclosed test form, 3HOTF5, was used to test the 26 deaf students instead of multiple spiralled test forms.
- The first side of the machine-scoreable answer sheet with 13 identification questions was eliminated along with the identifying information on the second side except for the student's name. Four background information questions pertinent to the study were added to the answer sheet (see Appendix 3 for a copy of the answer sheet). The directions on the tape recording were inappropriate for our use and were replaced by new directions.
- The test administration procedures for the answer sheet, for the tape in Section 1, and for the review of sample questions throughout the test were modified for this administration. A copy of the detailed test administration instructions is included in Appendix 5.

In order to meet the goals of this study, it was decided to parallel as much as possible the standard test-administration procedures for foreign students. Hence, all three sections of the test were administered and standard timing was used. However, a number of changes were needed because of the signing.

It was agreed by the ETS staff and the interpreter that because it was necessary to get the attention of the deaf students throughout the test, that one of the ETS staff would switch the lights off and on quickly to signal the students to look up at the interpreter. The following pattern resulted.

First one of the ETS staff would give a verbal direction in regard to the answer sheet and then the test. The interpreter would listen to the test

administrator and manually communicate the direction. The students would perform the necessary task and the second ETS person would switch the lights off and on to signal to the students that they had to look up for the next direction. The three people continued in this manner throughout the test administration.

In Section 1, the interpreter listened to the tape and signed what she heard. The information and stimulus material given on the tape was signed only one time.

The process of signing added a significant and unexpected time factor to Section 1 for several reasons. A hearing candidate would normally listen to the tape and keep his or her eyes on the test question in preparation for reading the four choices and then recording the answer on the answer sheet.

The hearing-impaired student had to look up at the signer who interpreted as she heard the tape recording. The use of manual language requires hand gestures which are not as fast as the spoken word. Hence, there were two time delays: the delay that naturally occurs when the interpreter listens to the taped voice and the extra time needed to complete the signing.

After looking up at the interpreter, the students would then look down at the test booklet, find the correct test question, read the four choices, and record their answers on the answer sheet.

In Section 1, the students expressed both surprise and frustration at the rapidness of the process. Because of the additional speededness factor, a number of deaf students did not answer the first few questions. They were in essence, learning how fast they needed to look up to answer the questions and to mark their answer sheet as they began to work with Section 1.

Other than Section 1, which had major modifications because of the signing and an added speededness effect, the only other modification that occurred with the test material was the review of the sample questions in Sections 2 and 3 before the students began to work within the allowed time.

## Test Scoring

The 26 answer sheets were hand scored and checked for errors. In the regular administratrion of the TOEFL test, four test questions were not scored. The same four test questions were also omitted from each deaf student's total test score. The raw test scores were converted to scale scores by the standard formula used in the TOEFL Program.

## RESULTS

Raw, converted and total scores for each of the test takers are presented in Table 3. Despite the speededness problem with Section 1, most students performed about as well in that section as they did in the other two. The distribution of raw scores for each of the three sections of the TOEFL is presented in Figure 1.

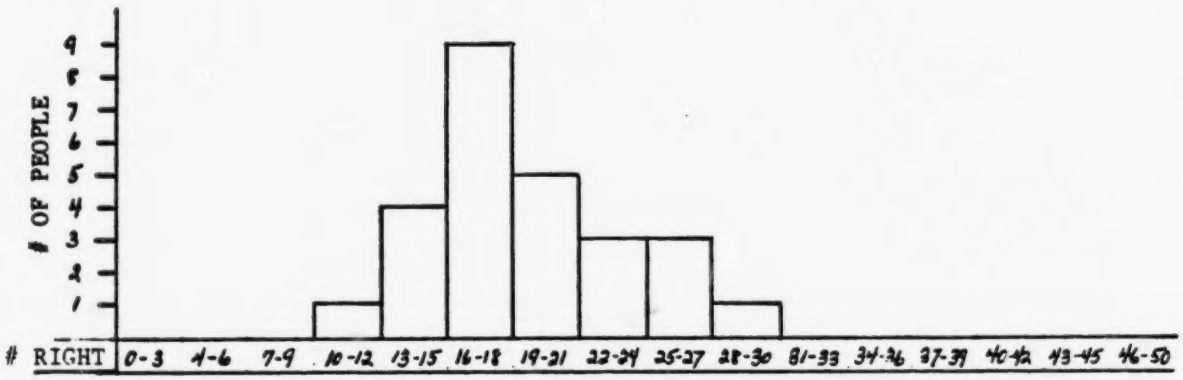
In general the raw scores tended to fall in the second quartile--above chance level but well below the full range of the test. Two of the 26 participants failed to complete their tests, omitting 74 and 71 items from the total of 150. The remaining 24 test takers omitted the following: Section 1, a total of 25 items; Section 2, 8 items; and Section 3, 3 items. Slightly more than 40 percent of all hearing-impaired students' responses were correct.

Table 4 presents a comparison of the 26 students' mean total raw score with those of native English-speaking students and foreign students. Raw scores are used here because they were used in the earlier study. Direct comparison of raw scores is not generally encouraged because the scores have not been equated. However, the small changes resulting from equating and the use of converted scores would do little to change the size of the difference shown here for hearing-impaired students.

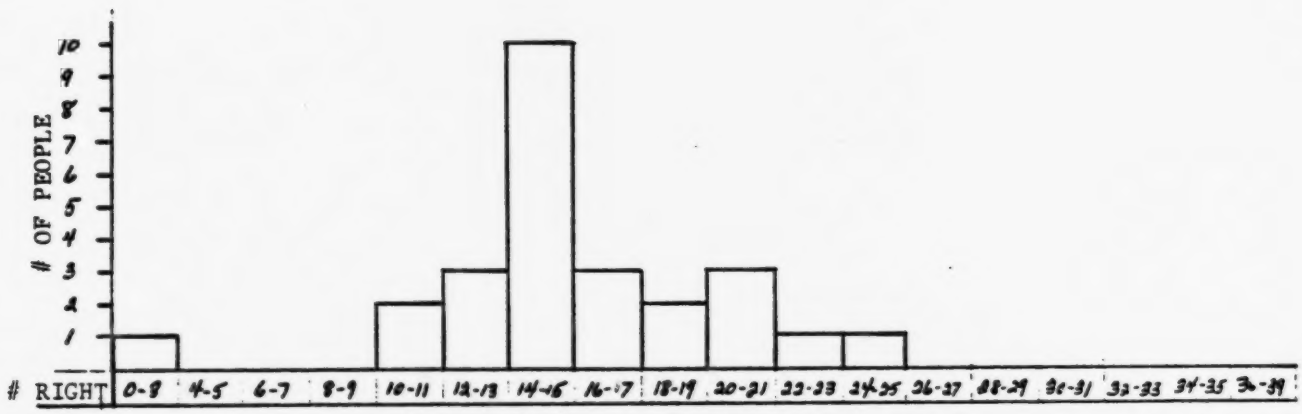
Table 3

Student TOEFL Scores (By Sex)

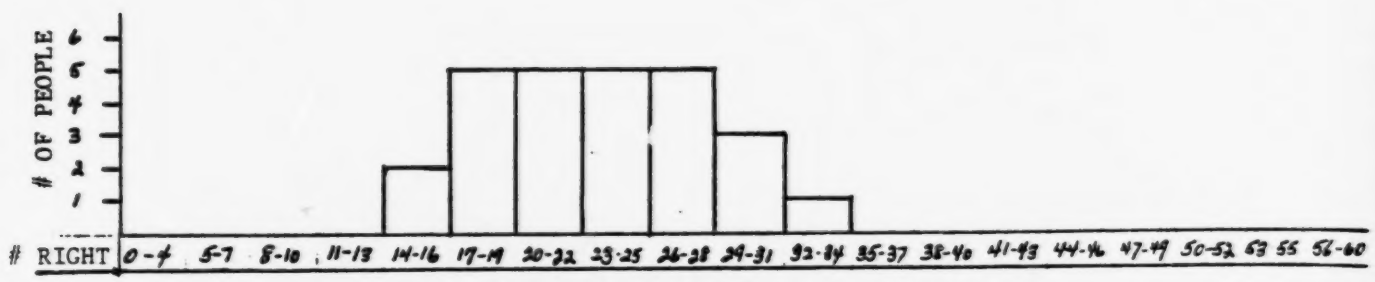
| | RAW SCORES SECTION | | | CONVERTED SCORES SECTION | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 1 | 2 | 3 | TOTAL |
| **MALES** | | | | | | | |
| 1 | 15 | 22 | 23 | 40 | 45 | 40 | 417 |
| 2 | 12 | 17 | 14 | 37 | 41 | 33 | 370 |
| 3 | 27 | 21 | 23 | 48 | 44 | 40 | 440 |
| 4 | 23 | 15 | 28 | 46 | 39 | 44 | 430 |
| 5 | 17 | 15 | 21 | 42 | 39 | 38 | 397 |
| 6 | 14 | 17 | 22 | 39 | 41 | 39 | 397 |
| 7 | 15 | 18 | 25 | 40 | 42 | 41 | 410 |
| 8 | 19 | 13 | 25 | 43 | 37 | 41 | 403 |
| 9 | 24 | 11 | 21 | 46 | 34 | 38 | 393 |
| 10 | 25 | 24 | 27 | 47 | 47 | 43 | 457 |
| 11 | 16 | 15 | 19 | 41 | 39 | 37 | 390 |
| N=11 $\bar{x}$= | 18.8 | 17.1 | 22.5 | 42.6 | 40.7 | 39.4 | 409 |
| Range= | 12-27 | 11-24 | 14-28 | 37-48 | 34-47 | 33-44 | 370-457 |
| **FEMALES** | | | | | | | |
| 12 | 20 | 14 | 30 | 44 | 38 | 45 | 423 |
| 13 | 17 | 15 | 19 | 42 | 39 | 37 | 393 |
| 14 | 26 | 14 | 22 | 47 | 38 | 39 | 413 |
| 15 | 18 | 18 | 27 | 42 | 42 | 43 | 423 |
| 16 | 21 | 15 | 28 | 44 | 39 | 44 | 423 |
| 17 | 16 | 11 | 23 | 41 | 34 | 40 | 383 |
| 18 | 20 | 12 | 21 | 44 | 35 | 38 | 390 |
| 19 | 18 | 12 | 32 | 42 | 35 | 47 | 413 |
| 20 | 19 | 14 | 17 | 43 | 38 | 35 | 387 |
| 21 | 30 | 20 | 26 | 50 | 43 | 42 | 450 |
| 22 | 18 | 14 | 18 | 42 | 38 | 36 | 387 |
| 23 | 17 | 16 | 29 | 42 | 40 | 45 | 423 |
| 24 | 15 | 14 | 16 | 40 | 38 | 34 | 373 |
| 25 | 18 | 3 | 17 | 42 | 23 | 35 | 333 |
| 26 | 23 | 20 | 30 | 46 | 43 | 45 | 447 |
| N=15 $\bar{x}$= | 19.7 | 14.1 | 23.7 | 43.4 | 37.5 | 40.3 | 404 |
| Range= | 15-30 | 3-20 | 16-32 | 40-50 | 23-43 | 34-47 | 333-450 |
| **TOTAL** | | | | | | | |
| N=26 $\bar{x}$= | 19.3 | 15.4 | 23.2 | 43.1 | 38.9 | 39.9 | 406 |
| Range= | 12-30 | 3-24 | 14-32 | 37-50 | 23-47 | 33-47 | 333-457 |




Section 1: Listening Comprehension




Section 2: Structure & Written Expression




Section 3: Reading Comprehension & Vocabulary

Figure 1 Distribution of Raw Scores of 26 Deaf Students on the 3 Sections of the TOEFL Examination

Table 4

Comparison of Hearing-Impaired Students' Mean Total Raw Score with those of Native English-Speaking Students and Foreign Students[1]

| Native English-Speakers[1] | N | $\bar{x}$ | SD | Range |
|---|---|---|---|---|
| College Bound (Form 1) | 45 | 134 | 10 | 103-150 |
| College Bound (Form 2) | 43 | 135 | 11 | 111-150 |
| **Foreign Student Group[1]** | | | | |
| (Form 1) | 628 | 90 | 22 | [32-143][2] |
| (Form 2) | 628 | 88 | 22 | [32-143][2] |
| **Hearing-Impaired Students** | | | | |
| (1985 Form) | 26 | 58 | 10 | 38-76 |

[1]Data taken from TOEFL Research Report 1 (Clark, 1977).

[2]Data were presented in categories. Some scores occurred in the lowest category (32-39) and some in the highest category (136-143).

Tables 5, 6, and 7 present a closer look at the hearing-impaired students' performance on the 3 sections of the TOEFL, compared to the peformance of foreign students in 6 language categories.

The ranges of raw scores and the foreign student data are taken from an earlier report (Alderman & Holland, 1981). Again, the use of converted scores would have made the reported scores directly comparable. However, since the original report used raw scores and since the differences in converted scores were slight, raw scores have been used.

Table 5

Comparison of Hearing-Impaired Students' Performance with that of Foreign Students in 6 Language Groups:
Section 1: Listening Comprehension

| RANGE OF RAW SCORES | HEARING-IMPAIRED | | Sample Distribution: Foreign Students[1] | | | | | |
|---|---|---|---|---|---|---|---|---|
| | # | % | CHINESE | JAPANESE | ARABIC | AFRICAN | SPANISH | GERMANIC |
| 46-50 | | | 5% | 3% | 8% | 2% | 16% | 46% |
| 43-45 | | | 7% | 5% | 9% | 5% | 13% | 23% |
| 40-42 | | | 9% | 9% | 10% | 7% | 14% | 14% |
| 37-39 | | | 10% | 11% | 12% | 9% | 10% | 7% |
| 34-36 | | | 11% | 12% | 10% | 11% | 10% | 4% |
| 31-33 | | | 11% | 12% | 9% | 11% | 8% | 3% |
| 28-30[2] | 1 | 4% | 12% | 11% | 10% | 15% | 6% | 1% |
| 25-27 | 3 | 12% | 11% | 11% | 8% | 11% | 6% | 1% |
| 21-24 | 4 | 15% | 12% | 11% | 12% | 14% | 8% | 1% |
| 0-20 | 18 | 69% | 11% | 15% | 12% | 16% | 9% | |

[1]Data taken from TOEFL Research Report 9 (Alderman & Holland, 1981), rounded from data on page 69.

[2]At this range of the raw score scale, there was no difference in the converted scores of hearing-impaired and foreign students.

Table 6

Comparison of Hearing-Impaired Students' Performance with that of Foreign Students in 6 Language Groups: Section 2: Structure & Written Expression

| RANGE OF RAW SCORES | HEARING-IMPAIRED # | HEARING-IMPAIRED % | Sample Distribution: Foreign Students[1] CHINESE | JAPANESE | ARABIC | AFRICAN | SPANISH | GERMANIC |
|---|---|---|---|---|---|---|---|---|
| 35-39 | | | 6% | 3% | 4% | 20% | 10% | 26% |
| 32-34 | | | 10% | 5% | 7% | 16% | 12% | 23% |
| 30-31 | | | 8% | 7% | 9% | 12% | 9% | 15% |
| 28-29 | | | 11% | 8% | 8% | 12% | 9% | 12% |
| 26-27 | | | 10% | 12% | 10% | 13% | 7% | 9% |
| 24-25[2] | 1 | 4% | 12% | 10% | 10% | 8% | 9% | 6% |
| 22-23 | 1 | 4% | 12% | 13% | 11% | 7% | 9% | 4% |
| 20-21 | 3 | 12% | 9% | 10% | 10% | 5% | 10% | 3% |
| 17-19 | 4 | 15% | 10% | 15% | 12% | 4% | 11% | 1% |
| 0-16 | 17 | 65% | 11% | 17% | 19% | 3% | 14% | 1% |

[1]Data taken from TOEFL Research Report 9 (Alderman & Holland, 1981) rounded from data on page 70.

[2]At this range of the raw score scale, the hearing-impaired student's converted score was two points lower than the converted scores of foreign students.

Table 7

Comparison of Hearing-Impaired Students' Performance with that of Foreign Students in 6 Language Groups: Section 3: Reading Comprehension & Vocabulary

| RANGE OF RAW SCORES | HEARING-IMPAIRED # | HEARING-IMPAIRED % | Sample Distribution: Foreign Students[1] CHINESE | JAPANESE | ARABIC | AFRICAN | SPANISH | GERMANIC |
|---|---|---|---|---|---|---|---|---|
| 54-60 | | | 5% | 2% | 5% | 10% | 17% | 23% |
| 50-53 | | | 6% | 8% | 5% | 10% | 18% | 23% |
| 47-49 | | | 7% | 8% | 3% | 10% | 13% | 17% |
| 44-46 | | | 9% | 10% | 8% | 11% | 13% | 14% |
| 41-43 | | | 11% | 10% | 10% | 12% | 9% | 10% |
| 38-40 | | | 12% | 10% | 12% | 13% | 9% | 5% |
| 35-37 | | | 12% | 10% | 9% | 10% | 6% | 3% |
| 31-34[2] | 1 | 4% | 11% | 11% | 13% | 11% | 6% | 2% |
| 26-30 | 8 | 31% | 14% | 14% | 16% | 8% | 5% | 2% |
| 0-25 | 17 | 65% | 13% | 17% | 19% | 5% | 3% | 1% |

[1]Data taken from TOEFL Research Report 9 (Alderman & Holland, 1981), rounded from data on page 71.

2At this range of the raw score scale, the deaf students converted score was two points higher than the converted scores for hearing-impaired students.

Data for the foreign students were obtained from a 1981 study by Alderman and Holland. The performance of the Chinese, Japanese, Arabic, and African language groups was poorer than that of the Spanish group which was in turn poorer than the Germanic group. The performance of the hearing-impaired students was poorest of all. It is immediately apparent that the 26 students performed within a very restricted range. On Section 1, 97 percent of Germanic students scored above the range of the 26 hearing-impaired students, but only 45 percent of African students did so. Similar results occurred in Section 2 with 85 percent of Germanic students, but only 35 percent of Japanese students, scoring beyond the range of the hearing-impaired students. Finally in Section 3, 95 percent of Germanic students but only 52 percent of Arabic students scored above the range of the 26 hearing-impaired students.

## DISCUSSION

In the introduction to this report, four questions were asked. In this section we will review those questions and try to supply tentative answers based on the data from this feasibility study.

### Can the TOEFL Be Adopted for Use with Hearing-Impaired Students?

Certainly data from only 26 students can not provide a definitive answer to this question, but the tentative answer would seem to be that the TOEFL has potential for use with hearing-impaired students. The 26 candidates for admission as college freshmen scored above chance level on all three sections of the TOEFL although their total scores were well below the mean scores of foreign students. There were no floor or ceiling effects. The one candidate who scored in the lowest category in Section 2 had answered only 9 of the 40 questions--3 of them correctly--before giving up. For this group of hearing-impaired students the TOEFL was neither too hard nor too easy.

### How Does the Performance of Hearing-Impaired Students Compare to that of Native English-Speaking Students?

The TOEFL has been found to be inappropriate for native speakers of English (Clark, 1977) because of a strong ceiling effect. Most native speakers of English can answer all--or almost all--of the questions correctly. Hearing-impaired students in this feasibility study answered correctly only about 40 percent of the questions to which they responded. One criticism voiced to the suggestion of using TOEFL for hearing-impaired students was that the TOEFL was too easy for students raised in the United States. Clearly that is not the case for the students involved in this study--and probably not true for most severely and profoundly deaf students who have well documented English language deficiencies.

**How Does the Performance of the Hearing-Impaired Students Compare to that of Foreign Students?**

The 26 students in this feasibility study scored well below foreign students from even the poorest performing language groups in the Alderman & Holland study. Although there was very little overlap of the scores of the hearing-impaired students with the scores of Germanic students, there was considerable overlap with the scores of those foreign students whose native languages were very different from English.

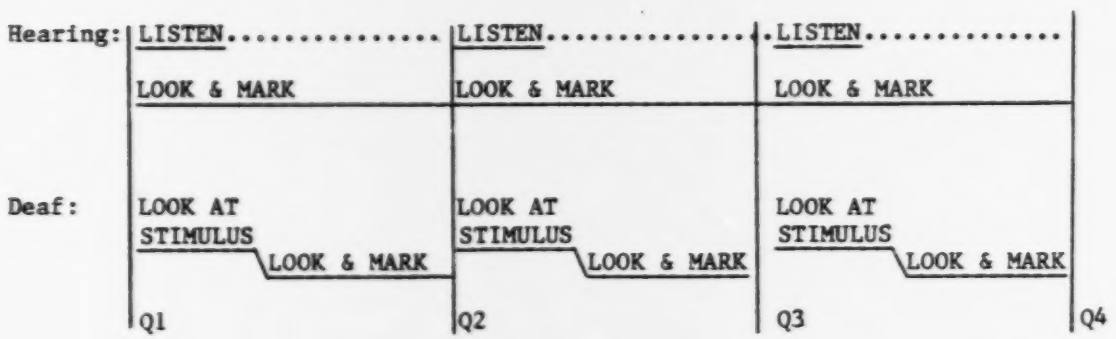
In a follow-up report to his earlier TOEFL research, Alderman (1981) spoke of the role of language proficiency as a moderator variable in testing academic aptitude. He reviewed studies showing that some minimal level of English proficiency was necessary before foreign students' scores on verbal aptitude tests became meaningful and he suggested a TOEFL score of 450 points as that minimum level. Angelis, Swinton & Cowell (1979) had suggested minimum TOEFL scores of 435 before the Verbal score on the Scholastic Aptitude Test (SAT) became informative and 475 before the Verbal score on the Graduate Record Examination became informative. If those results could be generalized to the hearing-impaired population, at most four of the 26 deaf students in this feasibility study could be expected to produce meaningful scores on the SAT.

**What are the Implications of the Study for Further Research on Admissions Testing for Hearing-Impaired Students?**

Based upon the feasibility study, there are several implications with regard to test accommodations for hearing-impaired examinees, the appropriateness of the TOEFL, and further research.

Testing Accommodations. Accommodations for examinees on the listening portion of the TOEFL were, in the current study, inadequate. Hearing-impaired students had less time to respond to each question and their task was more difficult. In addition, there were unresolved questions about the best method of interpreting the stimulus material. If TOEFL were to be used in further research, more adequate accommodations would need to be made.

Hearing-impaired students had less response time because the interpretation of the stimulus material ran into the time allotted for responding. The task of responding was more difficult because it was more complex. Whereas hearing students can listen to the stimulus material while looking at each set of response options in the test booklet, hearing-impaired students must first look up at the stimulus being presented in sign language, then look down at the test booklet to find the correct set of response options and then read each response. If hearing people are still marking the answer sheet when the new stimulus material is presented, they hear the stimulus material anyway. Hearing-impaired students must look up at the first signal that stimulus material is being presented; otherwise, they will miss seeing the stimulus. As stated previously, the complexity of the task for hearing-impaired students made Section 1 of the TOEFL more speeded for them than for hearing students. A schematic may help to illustrate the process:



For hearing students the time during which the stimulus material is presented can be used to finish marking a previous answer, locate the set of responses for the current question, and perhaps read some of the responses. The hearing-impaired student has none of those options available.

In a more standardized presentation of stimulus material--on film or videotape, for example--more time should be allotted for hearing-impaired students to respond. At a minimum they should receive an amount of response time equivalent to the time given hearing students--represented by the dotted lines above. At a maximum they should be given the amount of response time represented by the lower, solid line for hearing test takers. Some amount of time between the two is probably most appropriate. Further study is necessary.

It is recommended that the signing of the stimulus material be videotaped on a large screen along with the response options. In other words, to avoid the additional time delay for the hearing-impaired student to constantly have to look up at the signer and down for each set of answers, a videotape of the signer with the response options on the screen would more closely parallel the standardized testing of examinees who can look at their test questions and keep their place in the test while listening to the tape.

It is also recommended that the signing be done by a certified interpreter who meets the professional criteria for signing, and that a small group of certified interpreters translate back from the signing to spoken English so that a reliability check can be made of the accuracy of the videotaped presentation. Further work is necessary to establish what form(s) of sign language to use.

Appropriateness. Nothing in the current study would indicate that the TOEFL is inappropriate as a measure of hearing-impaired students'

English-language proficiency. Certainly there were no ceiling effects such as those obtained when the TOEFL was given to native speakers of English. Neither was there a floor effect, except for one individual who stopped work on Section 2 of the test. However, in this study the TOEFL was administered to only 26 students. Much more data must be gathered, and the psychometric characteristics of the TOEFL for hearing-impaired people assessed, before its appropriateness can be determined.

Further Research. The next steps to be taken in further research involve the creation of a videotape for presentation of the Listening Comprehension section of the TOEFL for hearing-impaired students and the gathering of TOEFL data in a much larger and more diverse sample of students. Sampling from a potentially less able population (e.g. hearing-impaired high school students) might result in lower TOEFL scores while sampling from a more able population (e.g. hearing-impaired college students) might result in higher TOEFL scores. Data should be obtained on variables which will help to identify the population of students for whom the TOEFL or a TOEFL-type test might be appropriate. Such variables include severity of hearing impairment, age of onset, type of educational institution(s) attended, medium of instruction, primary mode of communication, parental data and other relevant information.

Further research on the use of the TOEFL may find it a more practical alternative measure of language proficiency than the SAT-V or GRE-V for hearing-impaired college and graduate-school candidates. Previous TOEFL research suggests that foreign students' scores on the SAT or GRE are not readily interpretable if the students' language proficiency as measured by the TOEFL fails to reach a certain minimum score. That finding may, or may not, hold for hearing-impaired students. Since in the current study only 4 of 26

students reached the minimum score, further research on this issue seems warranted.

Alderman (1981) reported on Spanish-speaking students who were tested using measures of language proficiency, including the TOEFL, as well as measures of academic aptitude, including the SAT and its Spanish-language counterpart. He found that the higher the TOEFL score, the more closely the SAT score approached the higher score of its' Spanish counterpart. The greater the English-language proficiency of the Spanish-speaking students, the more likely the scores from the English-language SAT would approximate the scores on the Spanish-language version. Alderman concluded his study by stating:

> The importance of these results regarding the role of language proficiency as a moderator variable in testing academic aptitude bear replication in other populations and extension to other tests.

Future research involving deaf students should study English-language proficiency--as measured by the TOEFL--and its effect on SAT scores derived from English-language and sign-language administrations. We recommend that these studies be done. The TOEFL appears to show premise as an instrument for carrying out research on the English-language performance of hearing-impaired students.

## SUMMARY AND CONCLUSIONS

For the small sample of hearing-impaired students in this feasibility study--26 summer students at the School of Preparatory Studies of Gallaudet College--the TOEFL appeared to offer utility as a measure of English-language proficiency. The students generally scored in the second quartile, above chance level but well below the scores of foreign students. Since the TOEFL appears not to be inappropriate for this sample of students, further research is warranted.

The Listening Comprehension section of the TOEFL created difficulties for the administration of the test to hearing-impaired students. The procedure used in this study--interpreting the aural stimulus material under standard timing conditions--created a more difficult task for American hearing-impaired students than for foreign hearing students. If the TOEFL is used for future research, including hearing-impaired students, we recommend an alternate mode of presentation. Videotapes of the stimulus material together with the response material is recommended.

The study raises the policy question of whether native-born, hearing-impaired students should be evaluated more like foreign students than native-born hearing students in the college-admissions process. Hearing-impaired students' performance on the TOEFL was more like that of foreign students than that of native speakers of English. The 26 hearing-impaired students earned TOEFL scores well below those of foreign students. Only 4 of the 26 earned total scores on the TOEFL above the minimum level recommended before SAT scores can be meaningfully interpreted. Further research should include testing hearing-impaired students with the TOEFL and with the SAT in both the English-language and a sign-language version.

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## List of Appendices

1. Information on Gallaudet College

2. Information on the School of Preparatory Studies, Gallaudet College

3. Sample Answer Sheet Used for the Feasibility Study

4. Sample Questions from the TOEFL Test

5. Modified TOEFL Test Administration Instructions

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# GALLAUDET A through Z, almost

In 1856, Amos Kendall, a well-known journalist, politician, and philanthropist, donated two acres of his private estate in Washington, D.C., for the establishment of a school for deaf and blind children which was incorporated by Congress in 1857 as the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind.

Edward Miner Gallaudet, the son of Thomas Hopkins Gallaudet, the founder of the first permanent public school for the deaf in the United States, was appointed superintendent of the Institution. Both Kendall and Gallaudet saw a national need for a college for deaf students and vigorously promoted their ideas to Congress. In 1864, President Abraham Lincoln signed into law legislation to authorize the institution to confer liberal arts degrees. Edward Miner Gallaudet became president of the lower school and the collegiate division.

In 1894, the collegiate division was renamed Gallaudet College in honor of Thomas Hopkins Gallaudet; and in 1954, the 83rd Congress renamed the entire corporation Gallaudet College. Over the years the campus and its facilities have increased and grown to meet the needs of deaf individuals.

Today, Gallaudet is a multi-purpose educational institution. Its attractive, 93-acre campus located in Northeast Washington, is known as Kendall Green. Gallaudet's programs are administered through five major divisions:

**Undergraduate and graduate academic programs:** Today more than 1,400 students live and study on Kendall Green. Still the world's only accredited liberal arts college for deaf students, Gallaudet's undergraduate program offers courses in more than 25 areas of study leading to either a BA or BS degree. In addition, the Graduate School, which is open to both hearing and deaf students, grants an MA in education, counseling, vocational rehabilitation, education of the multiply-handicapped hearing impaired, or psychology; an MS in audiology; a master's degree in business administration; and a PhD in special education administration. Undergraduate and graduate programs are offered through the College of Arts and Sciences, the School of Communication, and the School of Education and Human Services. All classes are conducted in the simultaneous method of communication, which employs the language of signs, fingerspelling, and the spoken word. Because Gallaudet is an associate member of the Washington Consortium of Universities, Gallaudet students may take courses at any of the eight other colleges and universities in the District of Columbia which compose the consortium.

**Pre-College Programs:** In 1970, Kendall School was authorized by Congress to operate as a model school for deaf children from the age of onset of deafness to age 14 and became the Kendall Demonstration Elementary School. As a federally-funded, tuition-free school for hearing impaired children residing in the Washington metropolitan area, KDES is experimenting with educational techniques, methods, and materials which can be used by teachers throughout the country. The new KDES facility is designed to serve 300 pupils.

The Model Secondary School for the Deaf was authorized by Congress in 1969 to operate as the first regional high school for hearing impaired youth between the ages of 14 and 19. MSSD's congressional mandate is to serve students from the District of Columbia, Delaware, Maryland, Pennsylvania, Virginia, and West Virginia, but it also accepts students from other areas of the nation on a space-available basis if it can be ascertained that no appropriate program is available in those areas.

**Division of Research:** A wide variety of research activities are being carried out on campus in such diverse areas as linguistics, audiology, curriculum development, teaching methods, and demographic studies. The Research Division publishes a journal, *Directions*, to disseminate outstanding ideas, important papers, validated experience and research findings—primarily originating on Kendall Green—viewed to be of interest to the profession at large. It will update significant progress in academic, professional development, career, and research areas.

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**A Accreditation:** Gallaudet College is accredited by the Middle States Association of Colleges and Secondary Schools. It also has been granted full accreditation for programs at the master's degree level by the National Council for Accreditation of Teacher Education, the Council on Education of the Deaf, and the Education and Training Board of the American Speech-Language-Hearing Association. The undergraduate social work program has been accredited by the Council on Social Work Education.

**Alumni:** Gallaudet College has over 6,000 living alumni of whom more than 3,000 are members of the Gallaudet College Alumni Association. The GCAA has 43 chapters in the U.S. and Canada and takes an active interest in College programs. It is governed by a Board of Directors and administered by an executive secretary in the Alumni Office on campus. The GCAA awards fellowships to deaf doctoral degree candidates ($100,000 since 1968); oversees the three Hall of Fame collections; has published four books; and presents four national awards annually. In the near future the GCAA's Alumni Office will be moving into the College's historic old gymnasium (known to alumni as Ole Jim) which is being restored and will become the Alumni House.

Gallaudet College is a member of the National Collegiate Athletic Association and the Association of Intercollegiate Athletics for Women and fields teams in 19 varsity sports.

**B Books:** A number of books have been published about Gallaudet and its graduates. The list includes: *Gallaudet College, Its First One Hundred Years* by Albert T. Atwood; *Our Heritage* ($2.00) by Willard J. Madsen;

continued...

**Division of Public Services:** The Division of Public Services encompasses a number of specific programs, all of which are related to providing services to the community of persons, both deaf and hearing, beyond Kendall Green. Through its various units this Division serves thousands of persons annually. The College of Continuing Education alone has over 8,000 registrations for its programs annually. The following units come under the Division of Public Services:

The National Academy plans conferences and workshops for professional persons and groups to provide an introduction to and understanding of deafness and deaf individuals. For additional information about the National Academy, phone or TTY (202) 651-5480.

The National Center for Law and the Deaf offers legal counseling for deaf and hard of hearing persons. The Law Clinic provides services on campus and at other community locations. Phone or TTY (202) 651-5454 for an appointment.

The Gallaudet College Press is the publishing arm of the College which accepts, reviews, and publishes manuscripts and other works from authors/editors on and off campus. Phone or TTY (202) 651-5593.

The College for Continuing Education coordinates a demonstration program for hearing impaired adults and the College's Summer Programs. Public Services has assisted in the establishment and coordination of programs with two other regional Continuing Education Centers - one in Johnson County, Kansas, and the other in Haverhill, Massachusetts. To receive the Center's regular bullitin of courses and activities, contact the College for Continuing Education, (202) 651-5597 (Voice or TTY).

Sign Language Programs offers a variety of opportunities and levels of sign language instruction, including a program in interpreter training leading to the Associate of Arts degree - a program offered in conjunction with the School of Communication. Phone or TTY (202) 651-5630.

**Division of Business Affairs:** The Vice President for Business Affairs oversees the fiscal management of the total institution which is Gallaudet College and administers all matters relating to facilities and grounds.

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Gallaudet College is a growing and vital multi-purpose educational institution. Programs and services of Gallaudet receive substantial financial support from the Department of Education. Gallaudet also seeks support from the private sector. Gallaudet is an Equal Opportunity Employer and Educational Institution.

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*The Gallaudet Almanac* ($7.20) Jack R. Gannon, ed.; and *Notable Deaf Persons* ($6.00 paperback) Florence Crammatte, ed.

**Bookstore:** The Gallaudet College Bookstore is open Monday through Friday from 8:30 a.m. to 4:15 p.m. A list of books on deafness and other topics sold by the bookstore is available upon request. Phone or TTY (202) 651-5176.

**Cultural Activities:** The College, through the Student Union, sponsors lectures, art exhibits, dance and drama productions, and other cultural activities. The Gallaudet College Theatre offers two major productions and a Children's Theatre production each year. MSSD also stages two major productions yearly. Most of these cultural events are open to the public.

**Edward Miner Gallaudet Memorial Library:** Named for the first president of the institution, the library maintains one of the most comprehensive collections on the subject of deafness. Students and others have access to more than 135,000 volumes and 500 periodicals, as well as an extensive collection of films, slides, recordings, and captioned videotapes. The library also houses some of Gallaudet's prized works of art, including the International Collection of Works of Deaf Artists.

**Hearing Tests:** The Department of Audiology offers audiological testing, diagnosis, and evaluation to the general public, as well as a full range of audiology services to Gallaudet students. For information, phone or TTY (202) 651-5328.

**Information Center on Deafness:** In the fall of 1980 the Information Center on Deafness will begin serving as a centralized information center for the entire campus. A part of the Office of Alumni and Public Relations, it will provide information both about Gallaudet and about deafness to the campus community and the public at large.

**International Center on Deafness:** This Center serves as an information center about deafness and for deaf persons around the world and provides workshops and training sessions for professionals, parents, and deaf leaders from other nations. Gallaudet is an adherent member of the World Federation of the Deaf.

**Publications:** The College publishes an annual President's Report (sent free of charge to interested persons); *Gallaudet Today*, (an award-winning quarterly magazine, $3.00 per subscription) the *Gallaudet Alumni Newsletter* (semi-monthly from October to June, free to interested persons); and the academic catalogue(s) for prospective students. The students publish *The Buff and Blue* (every two weeks, $5.00 per academic year); and a senior yearbook, *The Tower Clock* ($20.00). Departmental, divisional, and special publications supported by Gallaudet include *dsh Abstracts, You and Gallaudet, Panorama, Signs of Our Times, Preview, Perspectives, Directions,* and *Teaching English to the Deaf.*

**Tours:** Tours of the campus and visits to the Look of Sound, Gallaudet's multimedia, walk-through information exhibit on deafness can be arranged by calling (202) 651-5100 or TTY (202) 651-5104, or by writing the Visitors' Coordinator, Alumni/Public Relations Office.

Gallaudet is here to serve you. We want you to know about our programs, tour our campus, and use our services. Please do not hesitate to call upon us. For more information contact:

Office of Alumni/Public Relations
Gallaudet College
7th Street and Florida Avenue, N.E.
Washington, D.C. 20002

(202) 651-5100 (Voice)
(202) 651-5104 (TTY)
(202) 651-5858 (Voice and TTY)

Pre-College

# SCHOOL OF PREPARATORY STUDIES Gallaudet College

The School of Preparatory Studies of Gallaudet College offers a special program designed to impart the knowledge and develop the skills that will provide the necessary foundation upon which students may acquire college learning. Since its beginning, Gallaudet has had a program to help incoming students who were not fully prepared to begin their studies within the College proper. Every year, between 60 and 70 per cent of newly admitted students need this preparatory course. The School of Preparatory Studies has been established to maintain and improve that program.

Preparatory students are admitted through the regular procedures of the Gallaudet Admissions Office. Preparatory students attend classes and live at Gallaudet's Northwest Campus which is administered by the dean of the School of Preparatory Studies. The Preparatory Program is structured to give each student intensive personal attention from the faculty and professional staff.

The Northwest Campus is 8.7 acres in size and is located at 1640 Kalmia Street, N.W., in a residential area of the District of Columbia within walking distance of the shopping district of Silver Spring, Maryland. The campus accommodates approximately 300 students.

## A

**Academic Program** – The curriculum for the School of Preparatory Studies emphasizes the acquisition of basic skills and knowledge in English, mathematics, science, communications, and physical education. Intramural activities, counseling, tutorial assistance, and residence activities are integrated into a total program that stresses the development of the individual, academically, physically, socially, and emotionally.

**Admission** – Students at the Northwest Campus will be admitted through the regular admissions procedures of Gallaudet College. They will be registered by the Gallaudet Registrar. Students at the Northwest Campus are members of the Gallaudet student body and entitled to all the privileges and services supported by student fees.

## B

**Buildings** – The Northwest Campus has seven buildings. Memorial Hall contains classrooms, an auditorium, and the Communications Clinic. Main Building is the site of the dean's office, as well as the library, dining hall, physical education facilities, and classrooms. Schreiber Hall, named for former National Association of the Deaf Executive Director Frederick C. Schreiber, '42, contains classrooms, a message center and the Northwest Campus post office. Webster Hall is home to the campus dispensary and to counseling and security offices. Fusfeld Hall and Burnes Hall contain faculty offices; the former is named for Dr. Irving S. Fusfeld, Gallaudet's vice-president, who served on the faculty from 1916 to 1960; the latter honors Dr. Byron B. Burnes, '26, a retired teacher of deaf children who served the National Association of the Deaf as treasurer and then as president from 1937 to 1964. Searing Hall is the official campus residence and is occupied by the assistant dean.

## C

**Communication** – All classes for the School of Preparatory Studies are taught using the simultaneous method of communication, combining speech, fingerspelling, and sign language. New students who are not fluent in manual communication are encouraged to participate in an intensive New Signers Program prior to the fall semester.

## D

**Dormitory Life** – Students will be housed in Main, Schreiber, or Memorial Halls. All rooms are fitted with beds equipped with desk-type storage, desks, desk chairs, carpeting, and window coverings. Each dormitory also has a lounge area with comfortable furniture, captioned television and recreation equipment. A coordinator of residence education, a head resident advisor and seven upperclass student peer advisors live in the dorms. The student staff members are trained paraprofessionals who work closely with the students in counseling, advising, and providing programs to meet their developmental needs.

## E

**Expenses** – The costs to attend the School of Preparatory Studies are the same as those for all Gallaudet undergraduate students. Consult the current catalog for a fee schedule or contact the Admissions Office. Students will require additional money for books and personal needs.

## F

**Faculty** – All of the professors at the Northwest Campus are members of the Gallaudet Collegiate Faculty, including undergraduate and graduate faculty members. The requirements for being a professor at the Northwest Campus are precisely the same as at the Main Campus. In fact, many of the Northwest Campus faculty formerly taught on Kendall Green; some faculty divide their time between the two campuses. The Assistant Dean for Student Affairs of the School of Preparatory Studies lives on the Northwest Campus grounds in Searing Hall, named for Laura Redden Searing (1840-1923), a deaf woman who was a noted journalist, author, and poetess.

## G

**Grades** – The grading policy for the School of Preparatory Studies is exactly the same as for all Gallaudet undergraduate students. Consult the Gallaudet College Undergraduate Catalog for details.

Continued.....

## H

**History of the Northwest Campus** — As a result of a legislative act unanimously approved by the U.S. Congress and signed by President Reagan, on November 21, 1981, a plot of land in the upper northwest section of Washington, D.C., was transferred to Gallaudet College. The land had formerly been the home of the Marjorie Webster Junior College, founded in 1920 by Marjorie Fraser Webster as a two-year private post-secondary institution for young women. The school began at a location near Thomas Circle and moved to the 17th Street/Kalmia Road location in 1928. During the 1960s, it had an enrollment of 500 women and 50 full-time or part-time faculty members. The junior college students competed in athletics with the women students at Gallaudet College. Marjorie Fraser Webster died in 1963; her college continued to be operated by members of her family. In 1971, the school went out of business; in 1977 the property was purchased by the U.S. Fire Administration, which never made full use of the facilities. The property had not been in use for several years at the time of its transfer to Gallaudet.

**History of the Preparatory Program** — The first mention of Gallaudet's Prep Program was made in an 1864 report to campus from President Edward Miner Gallaudet, the same year the College received its Congressional mandate. The program name was changed in 1882 to Introductory Class and incoming students promptly christened themselves Ducks. One of the first orders of business every Fall was the ritual "Ducking of the Ducks" in enormous bathtubs which then occupied College Hall. In 1910, the Ducks once again became Preps, as they continue to be called today.

## O

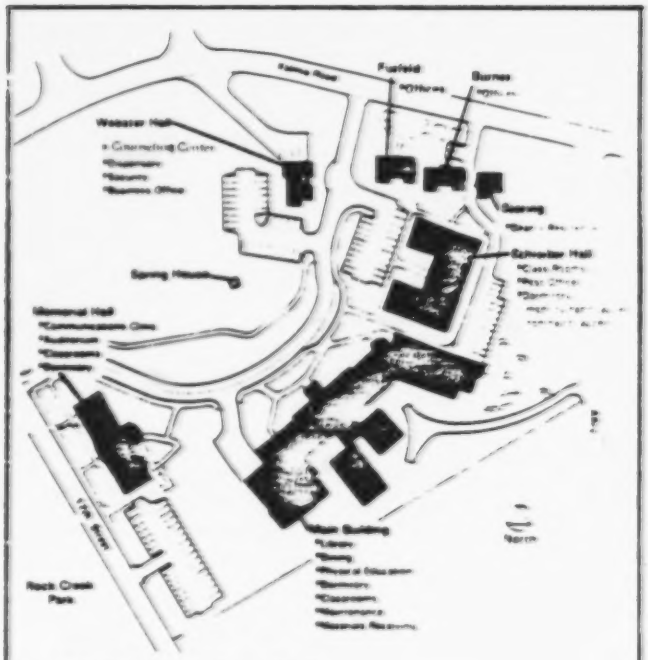
**Orientation** — All new students at Gallaudet, whether at the Northwest or Main Campus, participate in a student orientation program. This program introduces the student to the resources of Gallaudet College and provides opportunities for the new student to make a smooth transition to college life.

## R

**Recreational Facilities** — The Northwest Campus has a gymnasium, a swimming pool and a large grassy area for outdoor activities. It is also within walking distance of Rock Creek Park. In addition to such usual activities as basketball, volleyball, badminton, and aerobics, the gymnasium also offers opportunity for weight training and exercise. A Par Course (organized exercise trail) and a Discovery Course for building physical self-confidence are available through the programs of the Department of Physical Education.

## S

**Services** — The Northwest Campus provides essential services for students residing there. These include library and computer services and extensive student development programs such as counseling for personal and academic problems, tutorial services, student government, newspaper, snackbar and store, special services for handicapped students, and health services. In addition, the academic resources, cultural events, recreational services and athletic events of the Main Campus are available to support students, faculty, and staff from the Northwest Campus.




NORTHWEST CAMPUS
GALLAUDET COLLEGE

## T

**Transportation** — Free shuttle bus service is provided for transportation between Gallaudet's two campuses and takes students between either campus and stations on the metropolitan Washington area subway system. The Silver Spring subway station is only a 15 minute walk from the Northwest Campus. Special arrangements are made to transport interested Northwest Campus residents to the Main Campus for special events.

For further information about admission to Gallaudet College, about Northwest Campus programs, or about financial aid, contact the Admissions Office, Gallaudet College, 800 Florida Avenue, N.E., Washington, DC 20002. Phone (202) 651-5114.

For additional information about deafness or Gallaudet College, contact the National Information Center on Deafness, Gallaudet College, 800 Florida Avenue, N.W., Washington, DC 20002. Phone (202) 651-5109.

Gallaudet College is an equal opportunity employer/ educational institution. Programs and services of Gallaudet College receive substantial financial support from the Department of Education.



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[redacted]

Carefully and completely blacken the oval corresponding to the answer you choose for each question so that the letter inside the oval cannot be seen. Completely erase any other marks you may have made. Choose only one answer for each question.

CORRECT Ⓐ Ⓑ ● Ⓓ | WRONG Ⓐ Ⓑ ✓ Ⓓ | WRONG Ⓐ Ⓑ ✗ Ⓓ | WRONG Ⓐ Ⓑ Ⓒ Ⓓ | WRONG Ⓐ Ⓑ Ⓒ Ⓓ

TEST BOOK N[redacted]

NAME (Print) _____
FAMILY NAME FIRST NAME MIDDLE INITIAL

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**SECTION 1**

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**SECTION 3**

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Background Information

1. I am ___ years old today.
2. I am (check one)
   a. male___
   b. female___
3. I became deaf (check one)
   a. at birth___
   b. at age 1 or 2___
   c. at age 3 to 5___
   d. after age 5___
4. I am (check one)
   a. most fluent in English___
   b. most fluent in a manual language (e.g., ASL)___
   c. equally fluent in both English and manual communication___

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## SECTION I

## LISTENING COMPREHENSION

In this section of the test, you will have an opportunity to demonstrate your ability to understand spoken English. There are three parts to this section, with special directions for each part.

### Part A

Directions: For each question in Part A, you will hear a short statement. The statements will be spoken just one time. They will not be written out for you, and you must listen carefully to understand what the speaker says.

After you hear a statement, read the four sentences in your test book, marked (A), (B), (C), and (D), and decide which one is closest in meaning to the statement you heard. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have chosen so that the letter inside the oval cannot be seen.

Example I

Sample Answer

You will hear:

You will read:

(A) John does better in his studies than James.
(B) James is bigger than his brother John.
(C) John has only one brother.
(D) The teacher likes James better than John.

Sentence (A), "John does better in his studies than James," means most nearly the same as the statement "John is a better student than his brother James." Therefore, you should choose answer (A).

### Part B

Directions: In Part B you will hear short conversations between two speakers. At the end of each conversation, a third voice will ask a question about what was said. The question will be spoken just one time. After you hear a conversation and the question about it, read the four possible answers in your test book and decide which one is the best answer to the question you heard. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have chosen.

Example I

Sample Answer

You will hear:

You will read:

(A) Read a book.
(B) Write a composition.
(C) Talk about a problem.
(D) Listen to the radio.

From the conversation you know that the assignment is to listen to a radio program and be ready to talk about it. The best answer, then, is (D), "Listen to the radio." Therefore, you should choose answer (D).

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## Part C

Directions: In this part of the test, you will hear several short talks and conversations. After each talk or conversation, you will be asked some questions. The talks and questions will be spoken just one time. They will not be written out for you, so you will have to listen carefully to understand what the speaker says.

After you hear a question, read the four possible answers in your test book and decide which one is the best answer to the question you heard. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have chosen.

Listen to this sample talk.

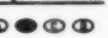
You will hear:

Now look at the following example.

You will hear:

You will read:
(A) By plane.
(B) By ship.
(C) By train.
(D) By bus.

Sample Answer



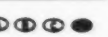
The best answer to the question "How did people generally arrive at Ellis Island?" is (B), "By ship." Therefore, you should choose answer (B).

Now look at the next example.

You will hear:

You will read:
(A) New immigrants.
(B) International traders.
(C) Fishermen.
(D) Tourists.

Sample Answer



The best answer to the question "Who visits Ellis Island today?" is (D), "Tourists." Therefore, you should choose answer (D).

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## SECTION 2

## STRUCTURE AND WRITTEN EXPRESSION

**Time—25 minutes**

**This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.**

**Directions: Questions 1-15 are incomplete sentences. Four words or phrases, marked (A), (B), (C), and (D), are given beneath each sentence. You are to choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have chosen so that the letter inside the oval cannot be seen.**

**Example I**

**Sample Answer**

**Mt. Hood ——— in the state of Oregon.**

**(A) although**
**(B) and**
**(C) is**
**(D) which**

**In English, the sentence should read, "Mt. Hood is in the state of Oregon." Therefore, you should choose (C).**

**Example II**

**Sample Answer**

**——— most important event in San Francisco's history was the disastrous earthquake and fire of 1906.**

**(A) The**
**(B) It was the**
**(C) That the**
**(D) There was a**

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Directions: In questions 16-40 each sentence has four words or phrases underlined. The four underlined parts of the sentence are marked (A), (B), (C), and (D). You are to identify the one underlined word or phrase that should be corrected or rewritten. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have chosen.

Example I

Much (A) federal and industrial experts are certain (B) that meat shortages (C) will cause an enormous increase (D) in the consumption of fish and other sea products.

Sample Answer

● Ⓑ Ⓒ Ⓓ

Answer (A), the underlined word much, would not be accepted in carefully written English; the word many is used with the plural experts. Therefore, the sentence should read, "Many federal and industrial experts are certain that meat shortages will cause an enormous increase in the consumption of fish and other sea products." To answer the question correctly, you would choose (A).

Example II

It was during the 1920's that (A) the friendship between (B) Hemingway and Fitzgerald reached their (C) highest point. (D)

Sample Answer

Ⓐ Ⓑ ● Ⓓ

Answer (C), the underlined word their, would not be accepted in carefully written English; the singular form its should be used because friendship is singular. Therefore, the sentence should read, "It was during the 1920's that the friendship between Hemingway and Fitzgerald reached its highest point." To answer the question correctly, you should choose (C).

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## SECTION 3

## READING COMPREHENSION AND VOCABULARY

**Time—45 minutes**

**This section is designed to measure your ability to understand various kinds of reading materials, as well as your ability to understand the meaning and use of words. There are two types of questions in this section, with special directions for each type.**

**Directions: In questions 1-30 each sentence has a word or phrase underlined. Below each sentence are four other words or phrases, marked (A), (B), (C), and (D). You are to choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter you have chosen so that the letter inside the oval cannot be seen.**

**Example**

The ordinary land snail moves at the rate of about two inches per minute.

(A) expert
(B) active
(C) common
(D) colorful

**Sample Answer**

Ⓐ Ⓑ ● Ⓓ

**The best answer is (C) because "The common land snail moves at the rate of about two inches per minute" is closest in meaning to the original sentence, "The ordinary land snail moves at the rate of about two inches per minute." Therefore, you should choose answer (C).**

Directions: The rest of this section is based on a variety of reading material followed by questions about the meaning of the material. For questions 31-60, you are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have chosen.

Answer all questions following a passage on the basis of what is stated or implied in that passage.

Read the following passage.

> Despite all the atrocities falsely attributed to it, the gorilla is essentially a peace-loving creature that would rather retreat than fight except when its life is threatened and retreat is impossible. In the wild it has never been seen eating meat, although some have learned to do so in captivity. Nor do gorillas seem to drink water in the wild; they apparently get what moisture they need from their diet of greenery and fruit.

Example I

Gorillas have been known to eat meat only when they are

(A) in captivity
(B) in the wild
(C) engaged in fighting
(D) hiding from enemies

**Sample Answer**

● Ⓑ Ⓒ Ⓓ

**The passage says that some gorillas have learned to eat meat in captivity. Therefore, you should choose answer (A).**

Example II

Gorillas obtain most of the moisture they need from

(A) meat
(B) leaves and fruit
(C) small streams
(D) raids

**Sample Answer**

Ⓐ ● Ⓒ Ⓓ

**The passage says that gorillas "apparently get what moisture they need from their diet of greenery and fruit." Therefore, you should choose (B) as the best completion of the sentence.**



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Appendix 5

TEST ADMINISTRATION - TOEFL

1. "Remove all other materials from the table."

2. Hand out #2 pencils. "Use only this pencil with the test."

3. Hand out the answer sheets.

Directions

A. "At top of answer sheet, find the box for your name.
Print your name: your last name, your first name and your middle initial and look up when you finish."

B. "Next find the column of Background Information questions on the Answer Sheet.

- For Question 1, write in your correct age and then look up.
- For Question 2, place a check by your sex and then look up.
- For Question 3, check the choice that indicates when you became deaf and then look up.
- For Question 4, check the choice that best describes your most fluent or effective means of communication.
- Look up when you finish.
- If you have a question, raise your hand."

C. "Look at the 3 columns of the Answer Sheet--Section 1, Section 2, Section 3. Notice also that each test questions has 4 choices - A,B,C,D.

- When you choose one of the lettered choices you must fill in the oval with the corresponding letter.

  Notice at the top of the answer sheet there are 5 boxes. Only the first box has an oval which has been correctly filled in. All the other boxes are incorrect. Does everyone understand?

- If you make a mistake on the answer sheet, you must first erase the mistake completely and then mark your new answer.

- Try to answer every question. There is no penalty for guessing. Do not be concerned if you cannot answer all the questions. Make the best guess and go on to the next question."

4. Pass out the test books.

Directions

A. "Remember, there are 3 sections in the test. Each section will be separately timed. When you finish one section do not go ahead until you are told to do so. Please be patient and sit quietly in your seat."

B. "Once we start to time each section we cannot answer any questions about vocabulary and we cannot repeat anything that has been signed. Again just do your best."

C. "When you finish the whole test you are to remain in your seat until we collect the test books and answer sheets. The test books will remain with the Assistant to the Dean so that later when we return your scored answer sheet, you can look at the test questions."

D. "There will be no rest breaks during the test. If something is wrong, raise your hand and we will help you."

5. Tape at 367. "Open your test booklet to page 2."

A. Section 1 Listening Comprehension (Time = 55 minutes)

"For this section of the test, you will be working with your signer, Ellen.

Section 1 has 3 parts and each part has special directions.

Your signer, Ellen, will go over the directions to Part A and the sample questions to Part A."

Stop at 399 - after Example 1, and 413 after Example 2.

Tape at 414 - end of 2 sample questions.

"Are there any questions?"

"From now on for Questions 1-20, Ellen must follow a tape. She can only sign the statement 1 time. Ellen will not be signing the 4 choices for each question. Therefore you must look up to see Ellen for the statement in each Question. Then read the 4 choices and mark the correct answer on the answer sheet. To help you know when to look up, Marge will turn the lights off and on. If you have not chosen an answer, leave it blank. When the lights flicker, you must look up and go on to the next question."

Tape at 417 - Part A, Question 1 begins.

Tape at 554 - Part A, Question 20 ends.

TURN TAPE OVER TO SIDE 2.

Tape at 563 - Part B, Directions and Sample Questions

Stop 580 - "Any questions?"

Tape at 582 - Part B, Questions 21-35. "Again for Questions 21-35, Ellen must follow a tape. She can only sign the statement 1 time. Ellen will not be signing the 4 choices for each question. Therefore, you must look up to see Ellen for the statement in each question then read the 4 choices and mark the correct answer on the answer sheet. To help you know when to look up, Marge will turn the lights off and on. If you have not chosen an answer, leave it blank. When the lights flicker, you must look up and go on to the next question."

Tape at 659 - Part C, Directions and Sample Questions

Stop at 689 - "Any questions?" Stop 699 - "Any questions?"

Tape at 699 - Part C, Questions 36-50. "Again for Questions 36-50, Ellen must follow a tape. She can only sign the statement 1 time. Ellen will not be signing the 4 choices for each question. Therefore, you must look up to see Ellen for the statement in each question then read the 4 choices and mark the correct answer on the answer sheet. To help you know when to look up, Marge will turn the lights off and on. If you have not chosen an answer, leave it blank. When the lights flicker, you must look up and go on to the next question."

Tape at 813 - Ends work on Section 1.

B. Section 2 Begins on Page 8.

- "Turn to Page 8 and I will read the directions and sample questions to you. Are there any questions? Before we begin work, let's now turn to Page 10 and I'll read the directions to you. Are there any questions?

- Now go back to page 8 to Question 1. You will have 25 minutes for Section 2, Questions 1-40, of the test. I will put the time on the chart. Please check the chart periodically to monitor your time. Everyone must stop work on this section in 25 minutes. When we flick the lights, you must stop.

- If you finish early, do not go back to Section 1 and do not go on to Section 3.

- If you finish ahead of time, you may go back over the 40 questions in this section."

C. Section 3 Begins on Page 14.

- "Turn to Page 14 and I will read the Directions and Sample Questions. Are there any questions? Before we begin turn to Page 18 and I will read the Directions and Sample Questions. Do you have any questions?

- Now turn back to Page 14. There are 60 questions in Section 3.

- You will have 45 minutes to do this section of the test.

- If you finish ahead of time, do not go back to any previous section. You may go over the test questions only in this section of the test.

- Again I will mark the time on the chart. Look up periodically to see how much time is left. When the time is up, we will flick the lights and you must stop."